



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2100 West Indian School Road, Phoenix, AZ 85015

Academy of Arizona

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Diana L. Likes
Schedule : 07:30 AM to 04:00 PM
Grades : K-8
2005 Enrollment : 380
Web Address : www.academyofarizona.com
Phone Number : (602) 274-0422
Fax Number : (602) 274-0543
E-mail : likesdiana1@aol.com

Mission

To provide all students with mastery of essential skills based on Arizona Standards which are needed for a quality education. We believe that all students can learn and can be successful citizens, cooperative workers and profitable entrepreneurs as they develop their unique potential.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Not Met
2003-04 Not Met
2002-03 Not Met

School Improvement Status (b)

2004-05 SI Year 1
2003-04 Year 1
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will be required to meet the minimum grade level standards for promotion to the next grade.
- ü Students will meet or exceed the Arizona Standards on AIMS for their grade levels.
- ü Students will attend school at least 95% of the time. Perfect attendance will be recognized and rewarded.
- ü Students will learn and demonstrate proper attitudes and behaviors through the Character Counts program.

Enrollment

October 1, 2004 School Year Student Enrollment : 322
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 320

Instructional Programs

- ü MacMillan-McGraw Hill Reading/Math
- ü Letterland Phonics - Primary Reading
- ü Social Science: We The People
- ü Math Connections/Saxon - Upper Grades
- ü McDougal-Littel Science
- ü Six Trait Writing
- ü Pangrazi Physical Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/17/2005
Last Day of School :	6/5/2006

Shared Responsibilities

School

We promise that through the collaborative efforts of parents, administrators, teachers and stakeholders a learning environment will be provided that has a culturally diverse curriculum of educational excellence for all students.

Parents

The responsibility of the parents is that their child will arrive at school on time, ready to learn. He/She will be in clean uniforms with appropriate footwear. We expect parents to participate in our Parent-Teacher/Task Force Organization.

Transportation Policy

The Academy of Arizona does not provide transportation to or from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Outstanding student at Entrepreneurship Camp	2004
ü City of Phoenix Outstanding Disabled Student Award	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	39	79306	100	100	99	407	404	445	31	34	10	34	31	18	34	34	51	0	0	20
All Students (Prior Year)	25	25	75509	100	100	100	470	470	521	47	47	13	24	24	23	18	18	33	12	12	31
Female	19	20	38691	100	100	99	407	404	446	25	29	10	38	35	18	38	35	52	0	0	20
Male	17	19	40583	100	100	99	407	404	445	38	40	11	31	27	18	31	33	50	0	0	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	27	28	32869	100	100	99	409	411	429	32	30	15	36	35	25	32	35	51	0	0	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	33	35	69060	100	100	98	409	409	454	30	31	7	33	31	17	37	38	54	0	0	22
Limited English Proficient Students	16	16	15509	100	100	100	401	405	406	35	33	20	41	39	30	24	28	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	18	19	39415	78	83	96	401	399	431	39	42	15	28	26	25	33	32	50	0	0	10
Non-Economically Disadvantaged	18	20	39966	100	100	100	417	412	459	18	23	6	45	38	12	36	38	52	0	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	39	79395	100	0	99	416	414	446	24	25	9	38	38	25	34	34	55	3	3	11
All Students (Prior Year)	25	25	75492	100	100	100	490	490	519	35	35	12	18	18	16	47	47	47	0	0	24
Female	19	20	38743	100	0	100	410	409	451	25	24	7	50	53	24	19	18	57	6	6	12
Male	17	19	40618	100	0	99	423	419	440	23	27	11	23	20	27	54	53	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	27	28	32915	100	0	99	414	415	426	27	26	15	36	35	35	32	35	47	5	4	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	33	35	69139	100	0	99	418	417	454	26	24	7	33	34	24	37	38	58	4	3	11
Limited English Proficient Students	16	16	15545	100	0	100	407	409	399	35	33	21	29	28	42	29	33	35	6	6	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	18	19	39484	78	0	96	418	417	429	22	21	14	33	37	35	39	37	47	6	5	4
Non-Economically Disadvantaged	18	20	39986	100	0	100	412	409	461	27	31	4	45	38	16	27	31	63	0	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	37	78869	94	97	99	432	426	442	4	6	6	29	29	21	64	61	63	4	3	10
All Students (Prior Year)	23	23	75053	92	92	99	492	492	597	29	29	7	24	24	12	41	41	72	6	6	9
Female	18	19	38536	95	95	99	448	445	458	0	0	4	20	25	15	73	69	67	7	6	14
Male	16	18	40302	94	100	99	414	405	428	8	13	8	38	33	26	54	53	60	0	0	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	25	26	32606	93	96	98	433	436	426	5	5	8	29	27	27	62	64	60	5	5	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	32	34	68697	97	100	98	437	438	454	0	0	4	31	32	18	65	64	67	4	4	11
Limited English Proficient Students	15	15	15339	94	94	100	434	438	399	0	0	11	31	29	31	63	65	54	6	6	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	18	19	39106	78	83	95	427	425	427	6	5	8	33	37	28	56	53	59	6	5	5
Non-Economically Disadvantaged	16	18	39837	100	100	100	442	427	457	0	8	4	20	17	14	80	75	67	0	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	23	78906	100	100	99	481	477	498	6	11	13	29	26	19	65	63	48	0	0	20
All Students (Prior Year)	25	25	76019	100	100	100	500	500	499	9	9	14	55	55	39	14	14	14	23	23	33
Female	NC	NC	38644	NC	NC	99	NC	NC	500	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	19
Male	13	14	40236	100	100	99	480	479	497	10	9	15	30	27	19	60	64	46	0	0	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	13	14	31938	100	100	99	473	473	481	9	8	19	45	42	25	45	50	46	0	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	17	18	68310	100	100	98	484	484	509	0	0	9	31	29	18	69	71	51	0	0	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	14	16	40295	100	100	100	482	476	513	9	17	7	27	25	13	64	58	50	0	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	23	78908	100	0	99	473	471	484	0	5	10	47	42	23	53	53	58	0	0	9
All Students (Prior Year)	25	25	76020	100	100	100	494	494	503	27	27	25	41	41	23	32	32	40	0	0	12
Female	NC	NC	38648	NC	NC	99	NC	NC	489	NC	NC	8	NC	NC	22	NC	NC	61	NC	NC	10
Male	13	14	40233	100	0	99	468	471	479	0	0	12	50	45	25	50	55	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	13	14	31940	100	0	99	469	472	465	0	0	16	45	42	32	55	58	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	17	18	68312	100	0	98	475	477	493	0	0	7	44	41	21	56	59	62	0	0	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	14	16	40315	100	0	100	471	465	498	0	8	5	55	50	15	45	42	66	0	0	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	23	78750	100	100	99	512	505	500	6	5	6	12	21	29	76	68	63	6	5	2
All Students (Prior Year)	25	25	75673	100	100	100	523	523	530	5	5	12	27	27	25	68	68	58	0	0	4
Female	NC	NC	38586	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	22	NC	NC	71	NC	NC	3
Male	13	14	40135	100	100	99	499	497	486	10	9	8	20	27	35	60	55	56	10	9	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	13	14	31841	100	100	99	492	492	483	9	8	8	18	25	36	73	67	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	17	18	68196	100	100	98	519	517	513	6	6	3	6	12	25	81	76	69	6	6	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	14	16	40260	100	100	100	502	494	514	9	8	3	18	25	21	64	58	72	9	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	31	78250	97	100	99	513	513	548	47	45	21	21	25	18	21	20	48	11	10	13
All Students (Prior Year)	22	22	75001	100	100	99	429	429	468	86	86	37	0	0	36	14	14	16	0	0	10
Female	13	14	38071	93	100	99	510	510	549	57	50	20	14	25	19	14	13	49	14	13	12
Male	15	17	40126	100	100	99	515	515	547	42	42	23	25	25	17	25	25	46	8	8	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	20	21	29129	87	95	99	510	510	527	46	46	32	23	23	23	23	23	40	8	8	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	20	23	68996	87	96	99	540	537	561	25	23	16	25	31	18	33	31	52	17	15	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	19	22	44937	100	100	100	522	521	561	27	25	13	36	42	15	27	25	54	9	8	18

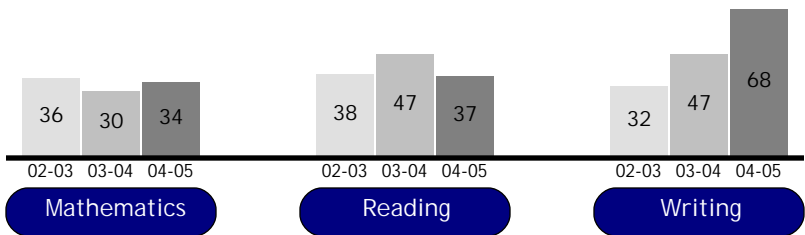
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	32	78302	100	0	99	482	483	512	30	29	11	30	29	25	40	43	57	0	0	7
All Students (Prior Year)	22	22	74918	100	100	99	465	465	497	71	71	32	7	7	19	7	7	35	14	14	15
Female	13	14	38082	93	0	99	492	495	518	14	13	8	43	38	24	43	50	61	0	0	7
Male	16	18	40166	100	0	99	477	477	507	38	38	14	23	23	26	38	38	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	21	22	29152	91	0	99	482	482	492	29	29	17	36	36	34	36	36	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	21	24	69024	91	0	99	506	507	524	8	7	7	38	36	23	54	57	62	0	0	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	20	23	44979	100	0	100	499	500	525	8	8	6	42	38	18	50	54	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	31	78094	97	100	99	516	515	545	5	5	3	42	45	18	53	50	77	0	0	2
All Students (Prior Year)	22	22	74503	100	100	99	462	462	491	7	7	9	57	57	32	36	36	51	0	0	8
Female	13	14	38025	93	100	99	534	529	558	0	0	2	29	38	13	71	63	82	0	0	2
Male	15	17	40013	100	100	99	506	506	534	8	8	5	50	50	23	42	42	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	20	21	29068	87	95	99	500	500	523	8	8	5	46	46	27	46	46	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	20	23	68892	87	96	98	547	543	559	0	0	2	25	31	14	75	69	82	0	0	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	19	22	44871	100	100	100	527	525	559	0	0	2	36	42	12	64	58	84	0	0	3

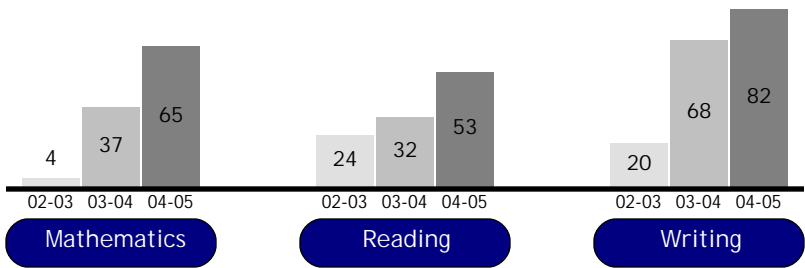
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

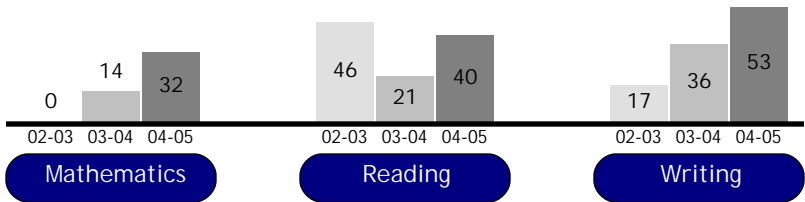
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	25	25	50	94	33	NA	58	100	38	38	47
	Language	97	31	31	43	97	24	24	50	100	38	37	47
	Mathematics	94	33	33	57	97	13	13	64	100	47	47	50
3	Reading	93	22	22	47	96	29	NA	55	100	27	26	44
	Language	100	29	29	54	100	29	29	61	100	26	26	44
	Mathematics	100	25	25	54	100	22	22	61	100	29	29	51
4	Reading	100	32	32	52	96	34	NA	56	100	27	26	48
	Language	100	39	39	48	100	39	39	52	100	32	31	49
	Mathematics	97	55	55	57	100	43	43	61	100	32	30	53
5	Reading	100	22	22	50	100	44	NA	55	100	43	40	50
	Language	100	17	17	46	100	48	48	49	100	37	36	50
	Mathematics	100	24	24	57	100	60	60	63	100	32	30	49
6	Reading	100	32	32	53	100	47	NA	56	100	35	38	51
	Language	100	26	26	45	100	35	35	48	100	32	34	47
	Mathematics	100	50	50	62	100	51	51	66	100	42	42	52
7	Reading	100	16	16	51	100	38	NA	54	97	35	37	50
	Language	100	23	23	54	100	31	31	58	97	42	42	52
	Mathematics	100	24	24	58	100	39	39	62	97	37	37	50
8	Reading	100	24	24	53	88	29	NA	55	100	38	38	51
	Language	100	16	16	49	88	29	29	52	100	38	37	50
	Mathematics	100	27	27	58	88	24	24	61	97	30	30	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	19.65
Other Professional Staff	.10	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	6	0	0
4 to 6 years	2	2	0	0
7 to 9 years	2	1	0	0
10 or more years	2	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	125
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs
- Ü Library

Extracurricular Activities

- Ü Sports
- Ü Homework Club
- Ü Character Counts Program
- Ü Morning Reading Club
- Ü Student Council
- Ü Yearbook

Social Services

- Ü Touchstone Counseling and Life Skills

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The percentage of students taking the AIMS tests in grade 3 and 5 met the requirements of the Arizona Department of Education for Annual Yearly Progress.
- ü The percentage of students in grades 5 and 8 demonstrating mastery of the Arizona Standards in reading, writing and mathematics met the requirements of the Arizona Department of Education for Annual Yearly Progress.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	27	12	12	17
Transfers In Rate ⁶	66	28	28	37
Stability Rate ⁷	72	87	87	82
Promotion Rate ⁸	82	96	95	81
Retention Rate ⁹	6	1	1	3
Dropout Rate ¹⁰	4	0	1	6
Status Unknown ¹¹	4	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school doors are locked throughout the day to limit access to the general public. A zero-tolerance discipline policy is in place. The school works cooperatively with the Phoenix Police Department to provide extra patrolling of the school site during the times that the school is closed.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	None	
Transportation Policy	Diana L. Likes - Principal	(602) 274-0422
Community Resources	Diana L. Likes - Principal	(602) 274-0422
School Nutrition Programs	Nydia Perdomo - Director	(602) 274-0422
Parent Organization	Diana L. Likes - Principal	(602) 274-0422
Student Health/Nurse	Mrs. Marcella Lopez - Secretary	(602) 274-0422

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.